**Fitness Plan**

NAME: ­­­­­­­­­­­­­­­­­­­ ­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ PERIOD \_\_\_\_\_\_\_ GRADE \_\_\_\_\_\_\_

**Statement of Inquiry: Choices can affect the development of our health and well-being.**

**MYP OBJECTIVES**

**A. Knowing and Understanding**

* Recalls physical and health education factual, procedural and conceptual knowledge that relates to health and well-being.
* Applies physical and health terminology to communicate understanding with limited success.

**B: Planning for Performance**

* Design and explain a plan for improving our physical health and well-being.

**C: Applying and Performing**

* Demonstrate and apply a range of skills and techniques to improve health outcomes
* Demonstrate and apply a range of fitness movement concepts

**D: Reflecting and Improving Performance**

* Explains and evaluates performance

Answer each Inquiry question in complete sentences:

1. How do choices affect the development of health and well-being? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. How does the environment around me affect my eating habits?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. How does the environment around me affect the way I work out/exercise?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. Are there any possible obstacles that will affect me reaching my fitness goal? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Define the Five Components of Fitness**

Body Composition: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Flexibility: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Muscular Strength: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Muscular Endurance: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Cardiorespiratory Endurance: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Weight \_\_\_\_\_\_\_\_\_\_\_ Height \_\_\_\_\_\_\_\_\_\_\_ BMI \_\_\_\_\_\_\_\_\_\_\_ AGE \_\_\_\_\_\_\_\_\_\_\_

Fitnessgram Test Standards and Record Sheet

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Test | PRETEST SCORE | POST SCORE | HEALTHY ZONE | RESULTS: OK/NI/HP |
| MILE |  |  |  |  |
| PACER |  |  |  |  |
| BMI |  |  |  |  |
| CURL-UP |  |  |  |  |
| PUSH-UP |  |  |  |  |
| RIGHT SHOULDER |  |  |  |  |
| LEFT SHOULDER |  |  |  |  |

\*NI: NEEDS IMPROVEMENT OK: IN THE HEALTHY FITNESS ZONE HP: HIGH PERFORMANCE (exceeds limit)

**Boys Healthy Zone Charts**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **AGE** | **Mile** | **PACER** | **CURL-UP** | **PUSH-UP** | **TRUNK LIFT** |
| **11** | **8:30—11:00** | **23-72** | **15-28** | **8-20** | **9-12** |
| **12** | **8:00-10:30** | **32-72** | **18-36** | **10-20** | **9-12** |
| **13** | **7:30-10:00** | **41-83** | **21-40** | **12-25** | **9-12** |
| **14** | **7:00-9:30** | **41-83** | **24-45** | **14-30** | **9-12** |
| **15** | **7:00-9:00** | **51-94** | **24-47** | **16-35** | **9-12** |

**Girls Healthy Zone Charts**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **AGE** | **Mile** | **PACER** | **CURL-UP** | **PUSH-UP** | **TRUNK LIFT** |
| **11** | **9:00-12:00** | **15-41** | **15-29** | **7-15** | **9-12** |
| **12** | **9:00-12:00** | **15-41** | **18-32** | **7-15** | **9-12** |
| **13** | **9:00-11:30** | **23-51** | **18-32** | **7-15** | **9-12** |
| **14** | **8:30-11:00** | **23-51** | **18-32** | **7-15** | **9-12** |
| **15** | **8:00-10;30** | **32-51** | **18-35** | **7-15** | **9-12** |

How many areas can you improve in, if any? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Which fitnessgram test do you plan to improve? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Which health related component(s) of fitness is represented by this exercise?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Follow these guidelines to setting SMART goals and The F.I.T.T. Principle to create your plan:**

1. **Specific.** Your goal should be clear and easy to understand.
   * A common goal, “get healthy,” is too general. There are so many ways to get healthy. Is it losing weight? Increasing curl ups or pacers? Fitnessgram can be a baseline for what you need to improve.
2. **Measurable.** A goal to “lose weight” is not enough. How will you track your progress and how you will know when you have reached your goal? Making your goal measurable means adding a number. How will you measure your intensity?
3. **Attainable.** Before you can add a number, you must know how high or low you want to go. It’s good to ‘shoot for the stars’, but don’t be too extreme. Only you know your limits.
   * A measurable, attainable goal could be, “I will lose 1-2 pounds a week.”
4. **Relevant.** Set goals that are important to where you are in your life right now. Don’t set a goal that someone else is pressuring you to attain-that isn’t very motivating. Does it seem relevant to you?
5. **Time-bound.** Include an end-point. Knowing that you have a deadline motivates you to get started.

1: What is your SMART fitness goal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2: Which Component of Fitness will you focus on? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3: What muscles will you focus on? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*\*\*\*\*\*Examples

1. Example: I plan to improve my pacer test by 10 pacers. My fitness goal is to lose 10-15 pounds in one month.
2. I will improve my cardiorespiratory endurance and body composition.
3. Muscles: quadriceps, hamstrings, gluteus and calves, obliques**,** abdominals, biceps, and triceps, leading to increased overall strength and endurance.

**Define the F.I.T.T. Principle**

Frequency: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Intensity: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

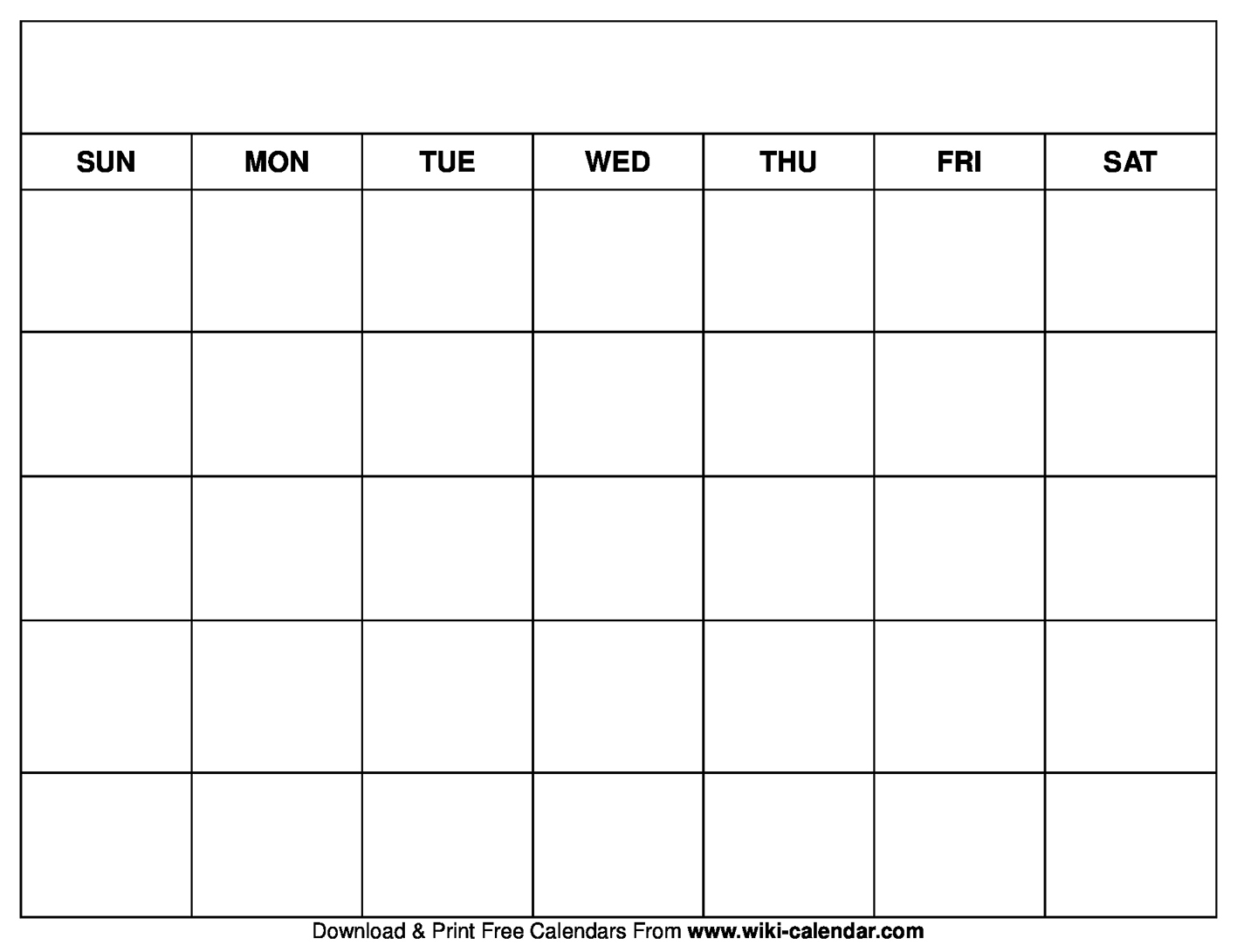
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**One month fitness plan will include which fitnessgram test that you plan to improve.**

**Fill in How Frequent will you plan to work out for the month.**

**Intensity, Time, and Type will be filled out within the calendar for each day.**

**The plan is for you to improve your fitnessgram scores when you complete the post test.**



**Reflection**

1. What went well? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What adjustments would you make to your plan for next time? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Were there any obstacles that slowed down your progress? What were they?

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